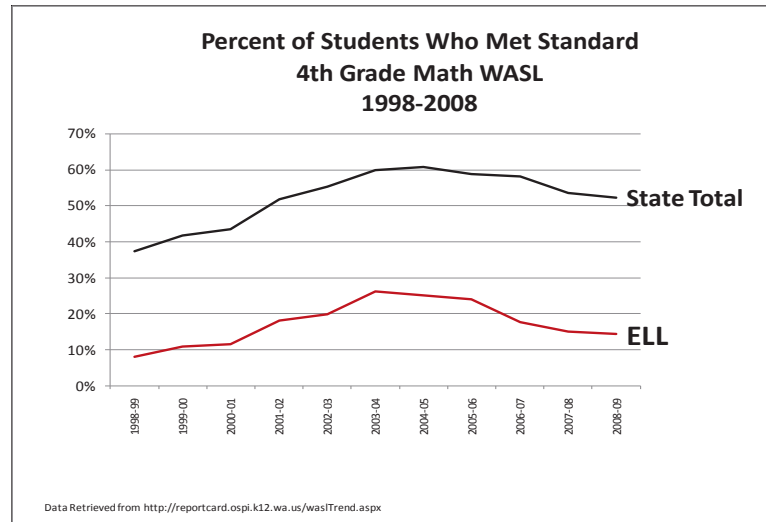


Academic Achievement

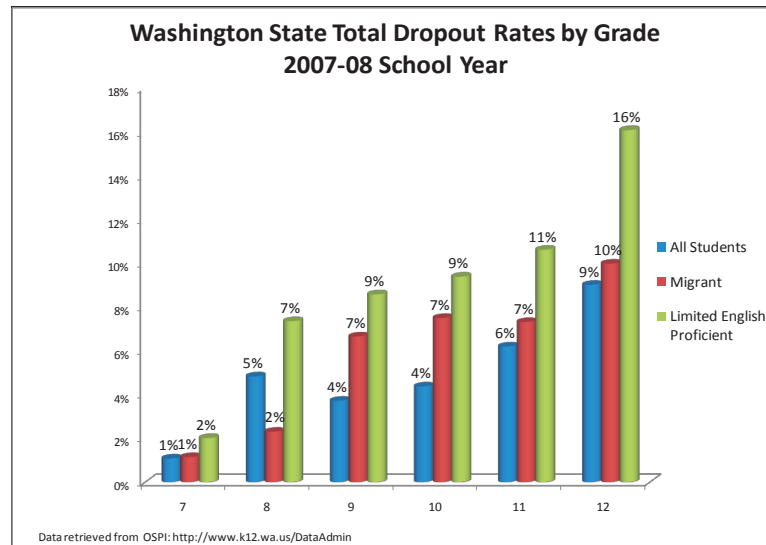
The Elementary and Secondary Education Act (ESEA) requires students who have very limited or no English proficiency to participate in the state's accountability assessments (previously the WASL).

ELLs in their first year of enrollment in a U.S. public school are not required to take the reading and writing academic tests. However, the U.S. Department of Education requires ELLs to take the mathematic and science portions of the state assessment.



Dropout Rate

Washington ELL students are more likely to dropout than the state average.



ESEA Title III, Language Instruction for Limited English Proficient and Immigrant Students

Under Title III of the Elementary and Secondary Education Act, funds are made available to school districts for the implementation of instructional programs and activities for limited English proficient (LEP), Native American and/or immigrant students.

The main purpose of Title III programs and activities is to help ensure that children and youth who are limited English proficient, Native American and/or immigrants:

- Attain English language proficiency.
- Develop high levels of academic attainment in English.
- Meet the same challenging state academic standards that all children are expected to meet.

State Transitional Bilingual Instruction Program (TBIP)

RCW 28A.180 Washington State Transitional Bilingual Instruction Act
Chapter 392-160 WAC Special Service Program—Transitional Bilingual

The main goal of the TBIP is to develop English language proficiency while developing academics at grade level.

TBIP includes a system of instruction which:

- Uses two languages, one of which is English, as a means of instruction to build upon and expand language skills to enable a student to achieve competency in English.
- Teaches concepts and knowledge in the primary language of a student, while the student also acquires English language skills.
- Tests students in the subject matter in English.

Learn More at: www.k12.wa.us/MigrantBilingual



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Educating English Language Learners in Washington State



Migrant and Bilingual Education
Office of Superintendent of Public Instruction

Mission Statement

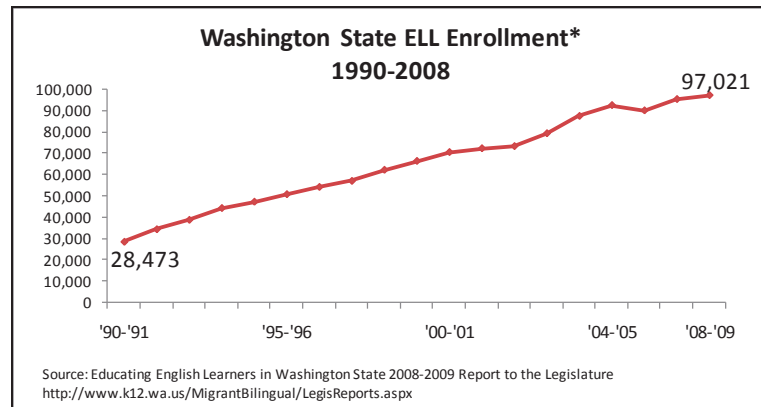
English Language Learners (ELLs) will meet state standards and develop English language proficiency in an environment where language and cultural assets are recognized as valuable resources to learning.

Who Are Our ELL Students?

English Language Learners (ELLs) are defined by state law as those whose primary language is other than English and who have English language skill deficiencies that impair their learning in regular classrooms.

In the 2008–09 school year, a total of **97,021 ELL enrollments** (9.4 percent of the total state student enrollment) were served statewide, an increase of 1,825 from the previous year.

ELL students are not evenly distributed across the state. Of Washington's 295 districts, 194 reported ELL enrollment in the 2008–09 school year and this represents 65.5 percent of the state's districts. Of these, 46 districts served students from 20 or more language groups. Most of these districts are located in Western Washington along the I-5/I-405 corridor.



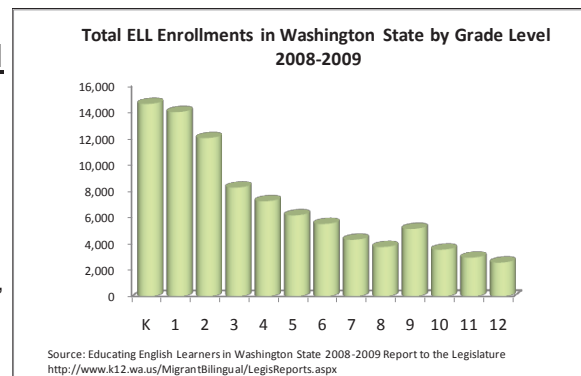
**"Enrollment" counts students who may have been served in one or more districts during the school year. The distinct student count for 2008-09 was 89,435 students.*

By Language

A total of 202 different languages were represented in the state Transitional Bilingual Instruction Program in the 2008–09 school year. More ELL students spoke **Spanish (67 percent)** than all other languages spoken by ELL students combined. Seventeen percent of all ELLs in Washington spoke one of the following six languages in descending order: Russian, Vietnamese, Ukrainian, Somali, Korean, and Tagalog.

By Grade Level

Most ELLs served by the TBIP were enrolled in K–3 and accounted for 54 percent of the ELL enrollment in the 2008–09 school year. Beginning at Grade 3, the number of ELL student enrollment gradually declines.



Placement

A two-phase process is used to identify potential English language learners:

- The district uses the Home Language Survey to identify students with a primary language other than English.
- The student's level of English language must be assessed to determine his/her level of proficiency in English. Students are eligible if they score at the limited English proficiency level (Level 1-3) on the **Washington Language Proficiency Test-II (WLPT-II) placement** test administered by the district.

Level 1 = Beginning Level 3 = Advanced
Level 2 = Intermediate Level 4 = Transitional (exit the program)

Annual Assessment

All ELL students are assessed on the WLPT-II *annual* test, which measures their English language proficiency level in listening, speaking, reading, and writing. Program eligibility ends when a student scores at the Transitional Level (Level 4).

Results from the 2008–09 annual test revealed that most students regardless of grade level, demonstrated Intermediate (Level 2) or Advanced (Level 3) English Language Proficiency. The percent of students by grade who demonstrated proficiency (Level 4) and transitioned out of the program was:

• K-2 = 18% • 3rd-5th = 22% • 6th-8th = 17% • 9th-2th = 12%

Instructional Models

Sheltered Instruction (SI or Content-Based ESL) Academic subjects (e.g., science) are taught using English as the medium of instruction. SI is most often used in classes comprised solely of English language learners, although it may be used in classes with both native English speakers and English language learners when necessitated by scheduling considerations or by small numbers of English language learners.

(Late-Exit) Developmental Bilingual Education An enrichment program that educates English language learners using both English and their first language for academic instruction.

(Early-Exit) Transitional Bilingual Education TBE provides academic instruction in English language learners' primary language as they learn English.

Dual Language Program Provides integrated language and academic instruction for native English speakers and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding (Christian, 1994).

Newcomer Program The goals of newcomer programs are to help students acquire beginning English language skills along with core academic skills and knowledge, and to acculturate to the U.S. school system.

Parent Waiver

A parent or legal guardian may waive TBIP services for his/her child; however, federal law requires that waived students participate in the annual WLPT-II assessment.

Even though research has found that long-term academic improvement is more likely to occur when students have significant exposure to instruction in their primary language, only **12 PERCENT** of ELLs receive instruction in their primary language because of a shortage of bilingual teachers. For districts that serve ELLs from multiple language groups, instruction in the primary language may not be practicable.

